

University of Mary Hardin-Baylor

College of Education

EDAD 7305 -Organizational Change

Summer I Semester 2009

**Course Description**:

Change is inevitable in any organization and this is particularly evident within educational organizations. This truth becomes more evident when one notes recent rapidly changing demographics, pressure from Congress to compete in the global economy and increased student diversity associated with immigration. Change in education is inevitable. Educator leaders have a choice of either waiting for change to happen or planning for change to happen. This course gives the doctoral learner the opportunity to analyze the various change theories and processes and apply the learning by completing a team planning project. By applying knowledge gained form this class in a practical application format, the learner designs a change plan and leads the implementation of change in an educational organization.

**Course Objectives**:

1. Explore, evaluate and examine various change theories

2. Apply change theory to organizational planning

3. Examine the evolution in planning in p-16 education and higher education to determine the extent to which long range or short range planning has had a positive or negative affect.

4. Consider implications for educators in preparing students for the global economy or internationalization

5. Explore both negative and positive affects of de-localization attempts from and state and national politics upon the education leader’s ability to lead change

6. Explore both negative and positive influences from agencies, organizations, individuals and politics upon the local educational leader of change

**Class members will form teams (first day). Each team is to discuss and answer one of the following groups of questions by researching the answers, and developing a reference list. Length of presentations should be from 20 – 30 minutes and followed with a discussion session involving the rest of the class. Reference lists should be formatted according to the APA 6th edition and shared with all classmates. Any power point presentation used should also be shared with the entire class (hard copies or electronic).**

Law

Since schools have been in existence in this country, laws shaped by litigation may have limited the education leader’s ability to lead change. Many external influences affect education institutions today that include local, state, and federal politics. Legislation imposed upon education continues to increase from both national and state legislatures.

Question: how can p-16 leaders proactively relate to increasing political demands for accountability?

Leadership

Leadership theorists suggest the role of p-16 leaders in modern times is changing from an authoritative, top-down method to a collaborative, participative model that involves including many in the organization when deciding change. The notion of softening or even eliminating top down leadership might be difficult because of the hierarchical and bureaucratic nature of educational institutions.

Question: What strategies should p-16 leaders use to lead in a bureaucratic, hierarchical structure in today’s contemporary organizations, which are a more collaborative and participative model, and one, which followers have come to expect from leaders?

Research

Authorities are recognizing and stressing the importance of leaders making decisions based on sound research. In some cases, recommendations are for leaders to lead action research projects to establish 1) a foundation for change, 2) a process for implementation, and 3) an evaluation component.

Question: How will research play a role in your leadership of change? What is the role of action research in change efforts?

Resources

A major debate in p-16 education has been about the adequacy and equity issue; funding schools in both an adequate and equitable manner. Thus, finance may play a large role in change, especially if your institution struggles for equitable funding.

Question: You believe the mission of the institution drives the budget and you believe strongly budgetary decisions relate directly to the mission. Because resources are limited, how will you carry out your mission of change?

Contemporary Issues (Internationalization, Globalization, De-localization)

Of the many contemporary issues p-16 education leaders have to face, a recent issue in the United States is emerging about education’s role in globalization and internationalization. For the United States to complete in the global economy, many assume the answer is to compete with an educated citizenry. Some claim recent attempts by federal legislators to delocalize education have come from a national emphasis on student test scores and school accountability.

Question: how should p-16 leaders respond to an internationalized education focus as opposed to a local focus? How will you convince local taxpayers, parents, staff, and citizens your institution must face the challenge of preparing graduates for globalization and internationalization of education?

Relationships

Many staff members, community members, and governing bodies in educational institutions today question imposed change and want explanations rather than simply following the p-16 leader’s orders. Employees tend question change without reason, which may be due to many innovations failing in the past. Education leaders leading change in the past were successful in ordering and carrying out implementation of new programs and innovations with or without explanation and the followers simply carried out the orders without question, a practice staff does not readily accept today.

Question: How should the p-16 educational leader implement change today to achieve buy-in from the staff prior to implementation? How can the p-16 leader garner support from staff members, community, and governing boards prior to implementing change?

Decision Making

Even though collaborative leadership may be the best approach to leading change, someone eventually has to make the final decision and the responsibility usually falls on the person at the top of the organization.

Question: describe procedures p-16 leaders should use to make decisions. How should p-16 leaders defend his or her decision to staff members?

Pre-Class requirements

**Pre Class Requirements**: Prior to the first day of class, learners should have read

 Kezar, A.J. (2001). Understanding and facilitating organizational change in the 21st century: Vol 28. *ASHE-ERIC Higher education report.* San Francisco: Jossey- Bass

 Read Bolman, L & Deal, T. (2003). *Reframing organizations: artistry, choice and leadership.* San Francisco: Jossey-Bass.

 Read the six change model categories identified by Kezar. Questions to consider for discussion (not to be written or turned in): What is the purpose of each model? What are the historical and political perspectives? What are the strengths and weaknesses of each model? Apply Kezar’s categorizations to your own setting.

**Post Class Requirements**

Individual project: write a literature review (2000 - 2500 words), identifying changes needed in your own organization. Format the literature review according to the APA 6th edition.

 Identify the change model(s) you will use

 Discuss how you will gain follower commitment

 Identify the barriers you expect and describe a plan for reducing or eliminating the barriers

 Discuss an implementation plan

 Discuss an evaluation and follow-up plan

Learners will submit his or her individual assignment electronically to the professor no later than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Expectations**

1. Scholarly behavior: it is an expectation of all doctoral students to come to class prepared to discuss topics for the day. To prepare for class, it is necessary for each student to read both texts and from the reading list in this syllabus.

2. Individual written assignments shall be typed, double-spaced and in *APA sixth edition) format*. References and citations shall adhere to APA standards. *Late work will be penalized 10% per day, regardless of reason, or unless students have made prior arrangements.* The professor will provide a scholarly grading rubric to students on the first day of class.

**Methods of Instruction**

 Power point presentations

 Small group and large group discussions

 Readings—textbooks and supplemental lists

**Topical Outline of Course Content**

 Change theory and change history

 Organizational change

 Influences on change

 Leadership and/or management of change

 Resisters to change

 Decision-making

 Processes of change leadership

**Course Requirements and Point Value**

 One individual assignment 2000 – 2500 (point value 50%); due after class ends

 Participation in discussion (point value 25%); during class

 Learning team presentations (point value 25%); during class

Grading:

Grade Scale:

A = 91 to 100

B = 81 to 90

C = 71 to 80

D = 61 to 70

F = < 60

Attendance: attendance is critical for success in this class. Absences may hurt grades.

**Texts:**

Required:

Bolman, L.G. & Deal, T.E. (2003). *Reframing organizations: Artistry, choice*

*and Leadership.* San Francisco: Jossey-Bass.

Kezar, A.J. (2001). Understanding and facilitating organizational change in the 21st

century: Vol 28. *ASHE-ERIC Higher education report.* San Francisco: Jossey-

Bass

**Suggested supplemental readings (not required for purchase):**

Anderson, D. & Anderson, A. L. (2001). *Beyond change management.* San Francisco:

Jossey-Bass/Pfeiffer.

EDAD 7305 Supplemental Reading List:

Anderson, B.L. (1993, September). The stages of systemic change. *Education Leadership,* 51(1), 14-17

Anderson, J. (2000, September). The weight of history: An exploration of resistance to change in vicars/managers. *Creativity & Innovation Management,* 9(3), 147. Bruhn, J. G. (2004, April – June). Leaders who create change and those who manage it: How leaders limit success. *The Health Care Manager,* 23(2), 132.

Gill, R. (2003, May). Change management – or change leadership? *Journal of Change Management,* 3(4), 307*.*

Higher education models of change: Examination through the typology of six models. (2001). *ASHE-ERIC Higher Education Report, 28(4), 79*

Kezar, A. & Eckel, P (2002, June). Examining the institutional transformation process: The importance of sensemaking, interrelated strategies and balance. *Research in Higher Education,* 43(3), 296.

Mento, A. J., Jones, R. M., & Dirndorfer, W (2002, August). A change management process: Grounded in both theory and practice. *Journal of Change Management,* 3(1), 45.

Schwahn, C. & Spady, W. (1998, April). Why change doesn’t happen and how to make sure it does. *Education Leadership,* 55(7), 45-47.

Staudenmayer, N., Tyre, M., & Perlow, L. (2002, September/October). Time to change: Temporal shifts as enablers of organizational change. *Organization Science: A journal of the Institute of Management Sciences,* 13(5), 583.

Stern, S. (2005, February). Forever changing. *Management Today,* 40-42.

Victor, P. & Franckeiss, A. (2002, January/February). The five dimensions of change: An integrated approach to strategic organizational change management. *Strategic Change,* 11(1), 35.

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